DOCUMENT RESUME

ED 377 770 HE 027 954

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TITLE The Development of a Competency Based Instructor Assessment Instrument.
PUB DATE 25 Nov 94
NOTE 71p.; Ed.D. Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Child Welfare; Higher Education; Job Training; Juvenile Justice; Personnel; Self Evaluation (Individuals); Teacher Competencies; *Teacher Competency Testing; Teacher Effectiveness; Teacher Evaluation; Teachers; *Test Construction; Test Reliability; Test Validity; *Trainers; Vocational Education Teachers
IDENTIFIERS *Florida

ABSTRACT

This project developed and tested an objective instructor assessment instrument to measure competencies of instructors who train Florida's child welfare and juvenile justice staff. Data from the literature review were used to identify and rank effective teaching competencies. A competency based instructor assessment scale was then developed using a behaviorally oriented rating scale approach in a format that would allow instructors to self-evaluate their classroom skills. The scale's criteria measure the knowledge, skills, and attitudes deemed necessary to conduct effective training. These criteria were extracted from the instructor competency categories of the International Board of Standards for Training, Performance, and Instruction. A formative review of the instrument was conducted by a five member committee that consisted of two senior trainers, two training administrators, and a training specialist. The draft instrument was then further refined and subjected to preliminary field testing. Results from the field test indicated that four raters had no difficulty using the instrument to rate two certified and two uncertified instructors. The assessment instrument was submitted to the Professional Development Centers headquarters and is being administered to all trainers during the certification process. Appendixes contain instructor competency categories, competency survey results, and the draft evaluation instrument. (Contains 18 references.) (JB)

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ED 377 770

THE DEVELOPMENT OF A COMPETENCY BASED INSTRUCTOR ASSESSMENT INSTRUMENT

Human Resources Development

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A Practicum Report Presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of

Doctor of Education

Nova Southeastern University

November 25, 1994

HE027954

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Abstract of a Practicum Report Presented to Nova
Southeastern University in Partial Fulfillment
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Doctor of Education

THE DEVELOPMENT OF A COMPETENCY BASED INSTRUCTOR ASSESSMENT INSTRUMENT

by

Susann E. Rudasill

August, 1994

The Department of Health and Rehabilitative Services (HRS) operates the Professional Development Centres (PDCs) to provide training for Florida's child welfare and juvenile justice staff. The purpose of this study was to develop an objective method to determine instructor competency in the classroom. The present instructor evaluation system does not adequately achieve that end.

There were three research questions for this study. First, "Is there currently an accessible assessment instrument that will measure instructor competencies in the classroom?" Second, "Is it feasible to adapt an existing instrument or will it be necessary to design an assessment instrument that can be used to measure these

competencies?" Finally, "Can instructor classroom competencies be defined for the development of an assessment instrument using a Likert type scale?"

Data from the literature review was used to rank order effective teaching competencies. A competency based instructor assessment instrument was then developed, using a behaviorally anchored rating scale approach. A formative review of the instrument was conducted by a five member committee that consisted of two senior trainers, two training administrators, and a training specialist. The draft instrument was then further refined and subjected to preliminary field testing.

Results from the field test indicated that four raters had no difficulty using the instrument to rate two certified and two uncertified instructors. The assessment instrument was submitted to PDC headquarters and is being administered to all trainers during the certification process. A recommendation was made for selection of a summative committee to evaluate the validity and reliability of the instrument.

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Chapter 1

INTRODUCTION

Background and Significance

The Department of Health and Rehabilitative Services (HRS) operates the Professional Development Centres (PDCs) to provide training for child welfare and juvenile justice staff who are employed by or under contract with the State of Florida. The Child Welfare and Juvenile Justice Standards and Training Councils are mandated by statute and were organized to advise HRS on the operation of the training system. The 1990 policy for certification of PDC instructors was developed and implemented in response to a recommendation from the joint councils. That policy was still in effect at the time this practicum report was proposed.

Although the existing instructor certification policy emphasizes the need for ongoing staff development for instructors, it does not allow for measurement of the training skills that may need to be developed. The current policy does not define the knowledge, skills, and attitudes deemed necessary to conduct effective training. The present system that is used to measure instructor competency in the classroom relies on qualitative assessment by untrained observers. In 1993, a workgroup was formed to make recommendation for revisions to the certification

policy. The existing procedure for the evaluation of PDC instructors for their professional development and certification was reviewed. The workgroup recommended development of a quantitative and objective method to determine instructor competency in the classroom.

The purpose of this practicum project was to determine if an instrument was available that would measure faculty competence in the classroom. The workgroup's stated criteria for selection or development of an instrument were as follows:

- To identify and rank order effective teaching competencies.
- To rate instructor's performance in the selected competencies.
- To use the resulting assessment as a professional development planning tool.
- To evaluate newly hired and experienced instructors for certification.

It was also suggested that the assessment instrument should focus on common teaching techniques that would provide instructors with a frame of reference to self-evaluate their classroom skills.

From an institutional perspective, several other benefits emerged during this developmental process. First, it became apparent that an objective assessment instrument would give supervisors a more impartial method of faculty evaluation. Second, the development process further defined the knowledge, skills, and

abilities necessary for instructors to conduct effective training. Third, it was thought that training participants would indirectly benefit from the use of the assessment instrument; in that instructors would ultimately improve their teaching techniques. Finally, this type of evaluation was considered an effective tool to encourage instructor self-assessment.

Further review of the PDC's certification policy led to the conclusion that a standardized evaluation of new trainers is necessary--to assure fair selection of trainers for certification and to comply with equitable personnel procedures. The present system of instructor certification does not allow for committee review of candidates or self-assessment for professional development. Ultimately, an objective assessment instrument was determined to be a necessary element of an improved instructor certification process.

The development of an instrument to be used as a professional development tool directly relates to the Human Resources Development seminar in that employee professional development was discussed as a sub-practice area of any organization (Carnevale et al., 1990). The seminar topics provided a rich source of materials from which to draw the information necessary to complete this practicum project. Participation in the seminar sessions and an assignment that required the implementation of an action plan, to further career development within the Professional Development Centre at Florida Atlantic University

(FAU/PDC), provided the impetus for this practicum project. That learning experience led to the discovery of a staff development problem. A preliminary analysis of that problem resulted in the development of the research questions that were addressed in this paper.

Research Questions

Three research questions emerged after further analysis of the need for an assessment instrument. First, "Is there currently an accessible assessment instrument that will measure juvenile justice and child welfare instructor competencies in the classroom?" Second, "Is it feasible to adapt an existing instrument or will it be necessary to design an assessment instrument that can be used to measure these competencies?" Finally, "Can instructor classroom competencies be defined for the development of an assessment instrument using a Likert type scale?"

Definition of Terms

For the purposes of this practicum report, selected terms were defined to add clarity to the project. The terms and their definitions follow alphabetically.

Behaviorally anchored rating scales or BARS, is a method used to rank competencies that discriminate between behavior categories.

Content validity of the instrument is defined as a judgment of the formative committee members, in their selection of the competencies, that reflects how well

instructors manage the classroom and deliver the curriculum.

Formative committee refers to the advisory workgroup, which consists of two senior trainers, two training administrators, and a training specialist, who are considered experts in training and development.

Formative evaluation is defined as ongoing developmental review of the draft evaluation instrument.

Instructor competencies refer to the knowledge, skills, and attitudes deemed necessary for optimal instructor performance in the classroom.

Instructor rating is a summation of average scores across items on the draft assessment instrument.

PDC Raters refers to certified PDC senior instructors or training coaches that are selected to use the instructor assessment instrument to evaluate certified and uncertified instructors.

Smile Sheets are the evaluation forms currently used by FAU/PDC to survey the participant's attitudes toward the entire training situation and the instructor.

Summative evaluation refers to a final determination of the feasibility of field testing the assessment instrument for future use in the instructor certification program

Chapter 2

REVIEW OF LITERATURE

This literature review represents an expansion of the preliminary review conducted for the practicum proposal and was focused on recent literature in the field of Human Resources Development (HRD). This survey includes institutional research literature from several data bases, as well as texts and documents that pertain specifically to juvenile justice training and methods of instructor assessment and certification. Since the subject area under study is narrow, the search for an instructor assessment instrument was expanded to include teaching certification literature.

Purpose of Certification

According to the literature, training as a function can include a wide range of interventions intended to improve job performance. While there are many governmental organizations involved in credentialing or licensing, certification is usually the domain of private organizations by which professions are self-regulated. Gilley, Geis, and Seyfer (1987) define certification as a voluntary process that is used by an organization to measure and report on the degree of competence of individual practitioners. Unlike certification, licensing by governmental agencies is generally a credentialing process that is required by a

governing body. The American Psychological Association (APA, 1985) further defines this distinction and refers to licensure as the setting of minimum standards whereas certification sets standards above the minimum.

For the purposes of this report, the professional certification definition was accepted as the standard that the assessment instrument would be selected or designed to meet. Gilley et al. (1987) further define certification and state that the process should:

- Promote professional competencies.
- Identify competencies unique to a profession.
- Identify competencies for staff development.
- Identify competent professionals and protect the public from incompetence.
- Preempt governmental regulation or legislative action.

Other researchers report that the certification process results in increased work satisfaction, credibility, and the establishment of clear expectations (Judd, 1988; Powers, 1992). There is however, a negative side to assessment and certification. John Kenny (1986) warns that the tools do not exist to assess the behavioral aspects of instructor's performance.

The Ontario Society for Training and Development (OSTD, 1987), of which John Kenny is a member, published an instructor assessment and development

guide but issues certificates of achievement based on professional experience and education. The OSTD has no formal assessment of instructor performance ability. Gilley et al. (1987) outline several other problems associated with instructor assessment and claims that it is expensive and time consuming to develop and maintain reliable evaluation instruments. In a later study, Gilley and Galbraith (1988) found that assessment of training performance in the classroom was present in 88.8% of the certifying organizations they surveyed. In these programs, certification is awarded to instructors who achieve a passing score for conducting training as measured by raters using a standardized evaluation instrument. The authors' survey also indicated that 97% of certifying organizations reported that instructor competencies were "at the heart" of their professional certification programs.

Using the Certification Instrument

Given the availability of an assessment instrument, Klingner and Nalbandian (1985) suggest caution when selecting raters. They claim that supervisory ratings are easily biased, self-ratings have received mixed research support, and peer ratings alone have proven acceptable in reliability and validity. These caveats led to further review of the literature to search for ways to achieve an acceptable level of validity in the development and administration of the proposed assessment instrument. Dwyer (1993) states that instructor assessment should involve the

instructor and be included in normal curriculum preparation. This idea was expanded and instructors' ideas and suggestions were included during the early stages of this project. Dwyer's concept of instructor involvement also resulted in a plan for instructor self-assessment and will be discussed in the procedures section of this report.

Although much of the research that addresses instructor certification identifies the use of assessment instruments (Jacobs, 1992), all the instruments are job specific and not many are competency based. It became apparent that job competencies must relate to the specific requirements of the teaching venue and the specific program requirements. The search for an instructor assessment instrument that would meet the PDC professional development and certification criteria was fruitless. Seemingly relevant materials such as Competency Analysis for Trainers (OSTD, 1987) was somewhat helpful but did not contain an assessment instrument that would have reflected the unique requirements of the PDC instructors' job. It was decided that a competency based instrument would be designed.

Developing a Competency Based Assessment Instrument

The developmental task was then re-focused on a search for an instructor competency model from which an instrument could be created. The exhaustive search for assessment instruments was helpful in that it led to the discovery of

several developmental models. Further review of the literature resulted in the examination of the International Board of Standards materials that contained a guide for the development of a competency based instructor assessment instrument (IBSTPI, 1992). In their book Analysis, the authors provide several systematic methods to develop behavioral assessment scales (Mills, Pace, & Peterson, 1989). After thorough review of the IBSTPI instructor competencies and a search for an appropriate instructor rating scale, it was decided to use a behavioral rating scale approach (Klingner & Nalbandian, 1985; Mills et al., 1989). The literature indicates that there are several advantages to using behaviorally anchored rating scales (BARS) as an alternative to conventional rating scales (Bennett & Ward, 1993; Raymond & Houston, 1990; Wolf, 1993; Zemke & Kramlinger, 1987).

Summary

In sum, this literature review resulted in the illumination of a seldom-addressed problem in human resource development; that is, the importance of determining how instructor performance in the classroom can be equitably assessed. Although studies that specifically address the development of an assessment instrument were not found, research regarding instructor assessment and certification in other types of organizations provided several useful models. This comprehensive review also led to the discovery of a competency based approach that was used to develop and test an instructor assessment instrument.

Chapter 3

METHODOLOGY AND PROCEDURES

Product Design

Several procedures were used to complete this development process. First, the literature review was expanded to determine if an instructor assessment instrument was available that could be customized to fit PDC needs. Second, international guidelines for the development of an instructor assessment instrument were reviewed to determine the feasibility of adapting that development model (IBSTPI, 1993). Third, a task analysis was performed to determine the skills, knowledge, and abilities thought necessary to conduct successful training. Finally, since an appropriate instrument was not found, a formative committee, consisting of four senior trainers, and a training administrator, was selected to oversee the development process. This committee served as an advisory workgroup and monitored the development of the instructor assessment instrument.

The 38 IBSTPI categories of competencies and performances were reviewed, by the formative committee, to determine which were most applicable to juvenile justice and child welfare instructors' performance in the classroom (Appendix A). This was accomplished by assigning several of the categories to each member of the formative committee according to their particular area of expertise.

Committee members then met with their center's PDC instructors and reviewed their assigned categories to define and validate the competencies and performances. Each sub-committee eliminated those functions that were deemed not applicable to their job. Each group then developed a list of the duties and tasks that applied to each of the remaining categories, focusing on exemplary performance for each competency.

The formative committee reconvened the following month to compare the preliminary lists developed by each of their workgroups. After four half-day conference calls, the formative committee developed a combined list of the 20 remaining competencies and performances that were deemed appropriate for further review. The committee then agreed to develop a survey to be submitted to PDC instructors and their supervisors for further validation. Another purpose of this survey was to verify the importance of each competency relative to the instructor's perceived ability in that skill. This comparison was accomplished by designing the survey to allow respondents to rate the importance of each competency as well as their perceived ability to perform each skill.

To simplify rank ordering for the survey participants, two lists were prepared with each competency paired with every other competency. One list, titled *Importance*, instructed the respondent to select which of the paired competencies they felt was their strongest. The other list, titled *Ability*, asked the respondent to

select the competency in which they felt most accomplished. The results were then compiled using a self-assessment method for rank ordering developed by OSTD (1987).

The survey results were then computed and the twenty competencies were ranked by their importance and the self-perceived ability of the survey respondents (Appendix B). The formative committee then reviewed the comparison to determine perceived performance deficits. The competencies that were rated high in importance and low in ability were considered critical for measuring instructor's professional development needs and were included in the assessment instrument. The survey information was also used to further validate the competency statements; that is, to determine if all respondents understood the statements and were able to relate them to classroom behavior.

Once rank ordered, the competency statements were again reviewed by the formative committee and further defined for inclusion in the draft assessment instrument. The competency statements were then operationalized using a behaviorally anchored rating scale (BARS) approach (Mills et al., p. 85). The BARS approach was considered more applicable than use of a traditional likert scale for the development of this product. There were several reasons for this decision. First, this method discriminates between behavior categories that in turn reflect attitude, values, abilities, knowledge, and skills that increase or limit

instructor performance. Second, the specific performance is identified to help the rater make fewer subjective decisions. Finally, performance can be addressed by skill or task categories as opposed to a non-descriptive score or pass/fail grade. The BARS approach was revised to include the following:

1. Using IBSTPI competencies, statements were developed that reflected successful and unsuccessful instructor performance.
2. Statements were sorted into general categories describing the job behaviors and attached to those behaviors.
3. Statements were further refined to measure differences in instructor performance and were sorted into a range of scaled values.
4. Values were assigned to the scales for scoring and future certification cut-off points.

The 20 competencies were subjected to the modified BARS approach and were used to develop the draft instructor assessment instrument (Appendix C). A field test was conducted by distributing the draft instrument to four PDC raters who individually rated four video presentations of training conducted by two certified and two uncertified juvenile justice instructors. Ratings were compared using simple descriptive statistics to establish the content validity of the instrument. Raters were also asked to comment, by item, as to the ease or difficulty in using the instrument.

Assumptions

This practicum process was based on several assumptions. First, it was assumed that the formative committee members are content experts in the field of juvenile justice and child welfare training and curriculum development. Second, it was expected that the use of a behaviorally anchored rating scale approach would discriminate between behavior categories that in turn reflect attitudes, values, abilities, knowledge, and skills that enhance or limit instructor performance. Finally, it was anticipated that instructors and supervisors would view the assessment instrument as a professional development tool and not resist this type of professional evaluation.

Limitations

The instructor assessment instrument is not intended to be used as a predictor of teaching effectiveness. Criteria for the development of the competencies that make up the instrument are appropriate for rating PDC juvenile justice and child welfare instructors. Since these instructors train centralized instruction modules designed by the PDC's, the instrument may not be a valid measurement for other teaching situations. Determination of the reliability and validity of the draft assessment instrument can not be assumed as a result of the initial data collection and formative review.

Chapter 4

RESULTS

Review of the literature resulted in the decision to develop an assessment instrument that would measure instructor competency in the classroom. The literature also provided models for the methodology used to select and rank order the competencies. The criteria measured were based on the knowledge, skills, and attitudes, deemed necessary to conduct effective training. These criteria were extracted from the instructor competency categories found in the International Board of Standards for Training, Performance, and Instruction (IBSTPI, 1992).

Initially, the competencies that were deemed related to optimal classroom performance were reduced in number to avoid redundancy. The remaining competencies were reviewed by the formative committee and rank ordered by each of the five members. The 19 selected competencies were then separately rank ordered by importance and ability using the survey technique that was described in the procedures section of this report.

Table 1 illustrates the selected competencies, that were ordered by the formative committee, to conform to the standardized PDC curriculum presentation format.

Table 1

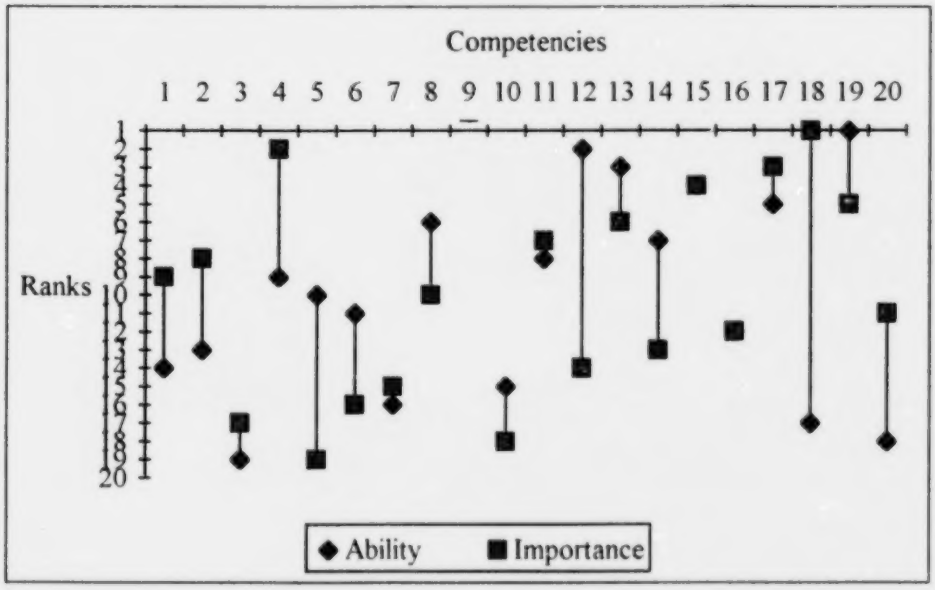
Competency Categories

#	Competency Title
1	Presentation of Objectives
2	Participant Expectations
3	Exception Report
4	Professional Behavior
5	Eye Contact
6	Use of Voice
7	Distracting Trainer Behaviors & Mannerisms
8	Verbal Communication Skills
9	Questioning
10	Nonverbal Communication Skills
11	Reinforcement of Risk-Taking Behaviors
12	Examples, Anecdotes, Stories, Humor
13	Variation of Instructional Methods
14	Use of Instructional Aids
15	Facilitation of Learning Activities
16	Closure of Learning Activities
17	Handling Incorrect Responses and Statements
18	Handling Disruptive Behavior
19	Responding to Relevant Questions
20	Closure of the Session

The survey data was further analyzed to ascertain the performance gap between importance and ability in each competency. Simple descriptive statistics were then developed for later comparison to ratings of instructors using the assessment instrument (see Appendix B for raw data rankings). Figure 1 illustrates the contrast between instructor assessment of the importance of the competencies and their perceived ability in each category.

Figure 1

Competency Importance and Instructor Ability



The difference between instructor assessed ability and the ranked importance for each competency varied. Analysis of the data revealed nine competencies that were rated higher in perceived importance than in instructor ability. These

competencies were identified for later weighting to determine how the assessment instrument will be scored. This information was also used to validate the inclusion of the selected competencies in the assessment instrument. Of the remaining competencies, eight were ranked higher in instructor ability than in perceived importance. Two competencies were rated equally in both categories. Competency nine was not ranked since it was added after the survey was completed. The eight competencies that were ranked highest in importance and lowest in ability are presented in table 2 in order of importance.

Table 2

Competencies Ranked Higher in Importance than Ability

Rank	Competency Title
1	Handling Disruptive Behavior
2	Professional Behavior
3	Handling Incorrect Responses and Statements
4	Reinforcement of Risk-Taking Behaviors
5	Participant Expectations
6	Presentation of Objectives
7	Closure of the Session
8	Distracting Trainer Behaviors and Mannerisms
9	Exception Report

The 20 competencies were then subjected to the modified BARS approach that was described in the procedures section of this report. The resulting behavioral statements were used to develop the draft instructor assessment instrument (Appendix C). The PDC raters were asked to review the instrument before viewing the training presentation tapes. Because several of the performance scales were unclear to one of the raters, explanation notes were added to the instrument. Competency 18, handling disruptive behavior, was troublesome for two of the raters; therefore, a note was added to allow the possibility of no disruptive behavior taking place (see Appendix C, page 66). No response to this performance rating was tabulated as missing data and will not affect the overall average ratings of any instructor's performance. The draft assessment instrument was again revised to include a more detailed instruction section (see Appendix C, page 46).

The four instructors who were rated were also given the opportunity to review the draft assessment instrument before the field test. This review was accomplished by allowing the instructors to use the assessment instrument to rate a taped video presentation of training conducted by a certified instructor to assure their understanding of the process. None of the instructors experienced any difficulty in understanding the competencies or rating the certified instructor. The two certified and two uncertified PDC instructors later individually self-assessed

their own video presentations of training.

Draft instruments were then sent, with video tapes of instruction conducted by the two certified and two uncertified juvenile justice instructors, to the PDC raters. The raters were instructed to individually view each of the four-hour tapes and then rate each instructor. Before viewing tapes, the raters were asked to read and review the instrument. Raters were told that formative committee members were available to answer any questions regarding the use of the draft instrument. Raters were also told that the tapes should be privately viewed and the ratings kept confidential.

The resulting rater scores by four raters of the four instructors were compiled and compared using simple descriptive statistics. The ensuing data analysis revealed that all raters were able to use the draft instrument to score all four video presentations of the two certified and two uncertified instructors. Feedback from each rater was solicited regarding the ease or difficulty of using the rating instrument.

According to the raters, each review process took an average of six hours and none were conducted at one sitting. None of the raters experienced any difficulty in understanding and using the draft assessment instrument to rate each of the instructors. Table 3 provides a comparison of the certified and uncertified instructors' ratings by the PDC raters.

Table 3

Mean Scores of Instructors by Raters

	PDC Raters			
Instructors	#1	#2	#3	#4
#1 C	3.44	3.85	3.36	3.25
#2 C	3.57	3.99	4.24	3.75
#3 UC	2.51	2.86	3.08	3.01
#4 UC	2.74	2.08	3.23	3.31

Note. C = Certified UC=Un Certified. The scoring range was 1 (lowest) through 5 (highest).

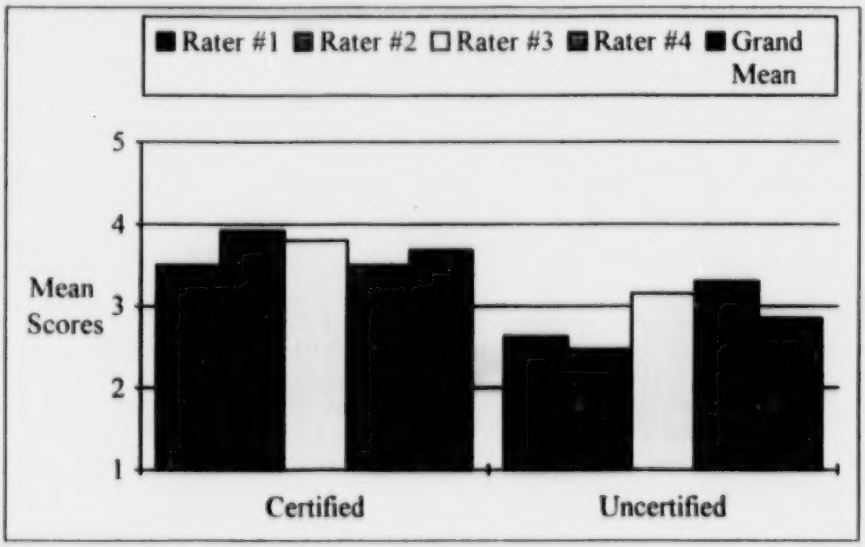
Examination of the instructors' mean scores by PDC raters, revealed that uncertified instructors' scores were lower, in all but one case, than certified instructors' scores. Uncertified instructor four was rated higher than certified instructor one by rater four. With this exception, the ratings of all certified instructors were higher than ratings for uncertified instructors. The ratings of all instructors appeared consistent across raters; that is, raters scored individual

instructors within one point on the rating scale.

Grand means, by instructor and rater, were computed to further test the assumption that use of the assessment instrument allows raters to discriminate between inexperienced and experienced instructors. A comparison was then made to determine if rater means and grand means were lower for uncertified instructors than certified instructors. Figure 2 illustrates the comparison of certified and uncertified instructor means by rater.

Figure 2

Certified and Uncertified Instructor Means



As was expected, certified instructors' overall mean scores were consistently higher than uncertified instructors' scores. The results also indicated an absence of obvious rater bias; that is, individual raters did not show a pattern of high or low

ratings across instructors. To further evaluate the validity of the instrument, an item analysis was performed to determine if raters scored individual instructors consistently across the competencies. Raw data scores for each of the twenty competencies were compared, by viewing raw data, by rater for each instructor. This was a cumbersome process, and to depict those comparisons eight assessment items were selected at random to relate raters' scoring of one instructor. Figure 3 represents the results of that test.

Figure 3

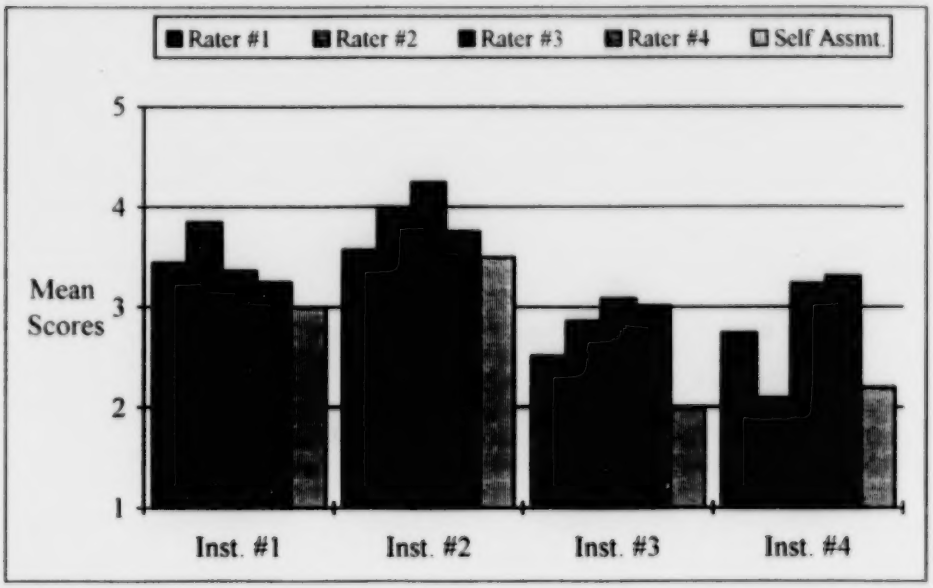
Competency Scores by Rater

The comparative inter-rater item scores shown in Figure 3, for one instructor, revealed relatively consistent scoring across raters. The ratings across

competencies varied as was expected--since the instructors would not logically be rated alike in each behavioral category. Identical tests run on the other three instructors produced similar results. The data was further analyzed to refine the instructor assessment instrument and answer the remaining research questions raised by this practicum process. To accomplish this, it was necessary to gain an understanding of how instructors self-assessed their performance using the draft instrument. A comparison between instructor self-assessment and rater assessment was made by comparing those mean scores. Figure 4 illustrates the results of that comparison.

Figure 4

Self- and Rater-Assessment Means



Examination of the self- and rater-assessment means reveal that instructors' self-assessed mean scores were generally consistent with the mean score assessments of all raters. Only one instructor self-assessed at a slightly higher score than one of the four raters. The remaining three instructors' self-assessments ranked one point or less than the assessments of their raters. These results remained consistent when instructors' self-assessments were compared by item.

The draft instructor assessment instrument and raw data from which the preceding results were drawn will be kept in a computer data base and maintained by the FAU/PDC. The faculty and research staff can access these data for additional analysis and reports to HRS administrators. The draft assessment instrument and these results will also be made available to all instructors and raters who were involved in the further development and testing of the instrument.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The purpose of this study was to determine the availability of an instructor assessment instrument that would identify the classroom competencies of experienced and inexperienced instructors employed by Florida's Professional Development Centres (PDCs). After an exhaustive review of the literature, it was determined that a relevant instrument, that would specifically reflect the needs of the PDC, was not available. The decision was then made to design an instrument that would serve as a frame of reference for instructors to self-evaluate their classroom skills. The procedures used for the purposes of this practicum project proved expedient to that end.

During the development of the instrument, a survey was conducted to rank order the competencies that were selected from the International Board of Standards materials (IBSTPI, 1992). The data that resulted from that survey was retained to establish a set of core competencies from which the assessment instrument was developed. Further analysis of the data revealed additional information regarding the importance of certain competencies--specific to the

needs of the PDC's preferred instructor performance in the classroom. The survey resulted in the assessment of 20 rank ordered competencies that were used to determine an appropriately weighted scoring system for certification purposes.

The behavioral rating scale approach (Klingner & Nalbandian, 1985; Mills et al., 1989) that was used to operationalize the competency categories, proved an efficient and reliable alternative to conventional rating scales. The resulting scales, that were presented to and edited by the formative committee, allowed selection of the most relevant and salient behavioral indicators for inclusion in the instrument. While this type of spontaneously developed instrument does not guarantee the validity and reliability of the instrument, its applications to the concerns of the specific organization's task are more readily defined. This assumption of relevance to the PDC instructor's task proved to be true, as is evidenced by the results of the instructor rankings. During the pilot test, all raters were able to rate the two certified and two uncertified instructors using the draft assessment instrument. It was decided that the ranked competencies proved relevant in determining instructor's classroom skills.

While the instrument was designed to allow for a competency based assessment, by rater, of instructor performance in the classroom, the preliminary field test supported an additional use for the assessment instrument. Specifically, the instrument proved effective as a self-assessment tool that permitted certified

and uncertified instructors to identify performance areas that require professional development. The self-assessment process, that was tested during this project, also allowed instructors to reflect on competency categories in which they felt proficient. The use of the assessment instrument for self-evaluation also enabled instructors to review behaviorally specific PDC expectations of their classroom performance.

The instrument was also designed to be used in the certification process as a formal quantitative measure of instructor competency in the classroom. Instructors agreed that this method of instructor evaluation is more acceptable than the existing policy--that does not define the knowledge, skills, and abilities deemed necessary to conduct training. Instructors also commented that their involvement early in the certification process gave them an opportunity to contribute to the participative decision making process. This early instructor involvement was recommended by Dwyer (1993), as was explained in the literature review, and was incorporated in the procedures for this report. The ranked PDC performance objectives, according to all who reviewed the draft instrument, reflected a realistic view of the instructor's responsibilities in the classroom.

Conclusions

Before this study, there was no comprehensive analysis of PDC instructor competency in the classroom. Training participants' attitudes toward the entire

training situation sufficed as a measure of instructors' performance in the classroom. These observations were not recorded nor were they systematically reported. The assessment instrument that was developed as a result of this practicum project will replace that haphazard evaluation procedure. The results of the field test confirmed the assumption that inexperienced instructors would be rated lower than more experienced certified instructors.

The identification of instructor competencies that are relevant to optimum performance in the PDC classroom will serve several purposes. First, standardized evaluation of new instructors will assure a minimum level of competence in the classroom. Second, new instructors will have the opportunity to view video tapes of experienced, certified instructors presenting training before taping their certification application presentation. Third, instructors applying for certification can self-assess their classroom skills based on a behaviorally anchored rating scale. Fourth, instructors will be rated by experienced raters using a standardized instrument. Finally, the instrument criteria, that are used for instructor assessment, can be used as minimum standards for hiring new instructors.

The results indicate a general feeling of satisfaction with using the assessment instrument for professional development and the certification process. There was a general climate of dissatisfaction relayed regarding the previous unreliable instructor assessment process. Instructors want more information regarding

certification requirements, classroom skill development, and professional development strategies. Administrators indicated their appreciation of a more objective standard for the recruitment, hiring, and professional development of instructors. The successful administration of the competency survey indicated that instructors are willing to be assessed and to self-assess without fear of reprisal. This willingness to participate can be developed to create an ongoing training process for instructors.

Implications

With the implementation of a trainer assessment instrument and identification of trainer competencies that need improvement, training resources can be more appropriately allocated. A standardized evaluation of new trainers is also necessary to assure fair selection of trainers for certification and to ensure compliance with equitable personnel procedures. Continued piloting of the certification instrument will also encourage instructors to use the process as a professional development opportunity and seek ways to improve their skills. Ultimately, the assessment instrument can become a key element of an improved trainer certification process. The new assessment process provides a thorough analysis of instructor competency areas and identifies potential problem areas. This method of data gathering is effective, relatively inexpensive, and easily duplicated.

The instructor ratings obtained as a result of the development and field testing of the draft assessment instrument provides a baseline data base from which the PDC system can conduct further research. Instructors will then have the option to work with senior instructors (coaches) to design an individualized plan, that is based on their competency assessment, for their professional development. The instructor assessment instrument can also be used as a professional development tool for veteran instructors as well as new instructors who wish to be considered for first time certification.

The survey instrument also provided information that may be used to guide administrators planning future certification policy. Personnel administrators may want to consider looking at the allocation of resources when implementing new professional development programs. Involving employees in these decisions would certainly improve the method used to disseminate finite professional development resources.

Recommendations for the Improvement of Practice

The top rated competencies, that were also rated lower in perceived ability, indicate areas of concern for professional development. This information allowed a more concise statement of instructor competency. In every case, the performance deficit competencies can be addressed with specific skill building tools. All the ranked competencies were attached to specific classroom skills that

can be developed using a variety of professional development tools. Instructors who ranked above average in these critical competencies can serve as mentors for those instructors who rank below average. The video presentations also allow for the possibility of developing training tapes for the instructors.

The process used to complete this study can also be used to determine employee attitudes, perceptions, expectations, and satisfaction with their organization's certification and professional development strategy. This recognition of employee, self, peer and senior certified instructor assessment, can be used to lessen the subjective nature of instructor evaluation. The assessment instrument can also be used to create a career ladder for PDC instructors who exceed the minimum requirements for certification and wish to achieve the rank of senior instructor.

The assessment instrument will provide information that administrators may review before planning changes in the certification policy. Training administrators may want to consider looking at the allocation of resources when implementing new instructor training programs. Specifically, curriculum development and instructional design strategies can be modified to include a more comprehensive scope of instructor skills. Several of the competencies that exemplify optimum instructor performance in the classroom can be built into instructor guides that are now included in all standardized instruction modules. The existing curriculum can

be further enhanced to give instructors an opportunity to develop those competencies that the survey respondents deemed high in importance and low in instructor ability.

The specific concerns that were expressed by instructors as a result of the self-assessment portion of this study, should cause training administrators to examine their assessment and certification policy decisions. It is evident that instructors seek an expanded role in decision making and desire more professional development opportunities. Training administrators can facilitate this process by dedicating resources to establish ongoing instructor involvement in the assessment and certification procedure.

Following the final formative review and initial field test, the assessment instrument was submitted to PDC administrators for final approval. The instrument, pending final validation, is being administered to all trainers during the certification and re-certification process. A summative committee, composed of one PDC centre director, one HRS training administrator, one senior instructor, and an outside test development consultant, has been selected to review the assessment instrument. This committee will then develop a plan to determine the validity, reliability, and feasibility of future use of the instrument in the instructor certification and re-certification process.

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APPENDIXES

Appendix A

Instructor Competency Categories

INTRODUCTION

- Presentation of Objectives
- Introductory Activity
- Exception Report

PARTICIPATION

- Verbal Language to Encourage Participation
- Elicitation of Anecdotes, Examples, Analogies
- Stories, and/or Humor from Participants
- Reinforcement of Risk Taking Behavior with Participants
- Handling Incorrect Responses and Statements of Participants
- Frequency of Eye Contact
- Distribution of Eye Contact
- Non-Verbal Language to Encourage Participation

INSTRUCTION

- Volume and Clarity of Voice
- Variation of Voice Tone
- Variation of Instructional Methods
- Handling Instructional Materials

Appendix A

Instructor Competency Categories (Cont.)

- Non-verbal Language to Emphasize Content
- Distracting Behaviors and Mannerisms
- Management of Props and Audio/Visual Aids
- Anecdotes, Examples, Analogies, Stories, and/or Humor
- Application of Content to Job
- Closure on Learning Activities
- Referencing the Objectives
- Maintaining Participant Interest
- Time Management of the Session
- Managing Interaction
- Comfort in the Facilitator Role
- Explanation of Participant Roles
- Social Skills
- Ethical and Moral Behavior of the Instructor
- Instructor Errors
- Providing Requested Relevant Information to Participants
- Handling Disruptive Behavior among Participants
- Handling General Disruptive and Uncooperative Behavior

Appendix A

Instructor Competency Categories (Cont.)

- Management of Ethical and Moral Behavior of Participants
- Leadership

OVERALL CLOSURE

- Meeting the Objectives of the Course
- Closure of the Session

Appendix B

Competencies Survey Results Ranked by Importance

#	Title	**Importance**	Ability
18	Handling Disruptive Behavior	**1**	17
4	Professional Behavior	**2**	9
17	Handling Incorrect Responses and statements	**3**	5
15	Facilitation of Learning Activities	**4**	4
19	Responding to Relevant Questions	**5**	1
12	Variation of Instructional Methods	**6**	3
11	Reinforcement of Risk-Taking Behaviors	**7**	8
2	Participant Expectations	**8**	13
1	Presentation of Objectives	**9**	14
8	Verbal Communication Skills	**10**	6
20	Closure of the Session	**11**	18
16	Closure of Learning Activities	**12**	12
14	Use of Instructional Aids	**13**	7
12	Examples, Anecdotes, Stories, Humor	**14**	2
7	Distracting Trainer Behaviors & Mannerisms	**15**	16
6	Use of Voice	**16**	11
3	Exception Report	**17**	19
10	Nonverbal Communication Skills	**18**	15
5	Eye Contact	**19**	10

9 Questioning--this competency added after the survey was completed

Appendix C

Draft Evaluation Instrument

THE INSTRUCTOR ASSESSMENT INSTRUMENT

INSTRUCTIONS:

This assessment instrument was designed specifically to evaluate instructors delivering the designated portions of training from a 32-hour pre-service module for the Professional Development System (PDC). This instrument may not be valid for use in other training situations.

This instrument consists of nineteen behavioral rating scales that are to be used to evaluate instructor performance in the classroom. Raters should review the entire instrument before observing the instructor. The instrument should be completed after the rater has observed the entire four hours of training. Raters should select the rating on each scale that most closely resembles the behavior observed. A tally sheet is provided in this section that may be used to record the scores.

Raters should read each item in each scale and all explanatory notes carefully when completing the evaluation. Variables that change include frequency, behavior, and level of involvement of participants. Usually, only one variable changes from one item to the next. However, more that one variable may change within a rating scale.

Each rater should complete the evaluation independently. Other raters should not be consulted during the process. Common terms in the instrument include:

Trainer	=	Instructor, Facilitator
Participant	=	Trainee, Learner, Student
Session	=	Course, Module, Lesson

A number of scales consider frequency of behavior. Frequencies are defined as:

Never
Occasionally (sometimes)
Frequently (a lot)
Always

Appendix C

Draft Evaluation Instrument (Cont.)

A number of scales consider relative numbers (of participants, objectives, etc.). The continuum for relative numbers is as follows:

None
Some (a few)
Most (many)
All

No percentages or numbers are used to determine the rating with either continuum. There are only four discrete categories in each continuum. Raters should be able to make choices without counting.

There is more than one correct way for instructors to handle many situations. Employing a variety of skills is generally preferable to using only one approach for a particular situation. Therefore, the scales often provide criteria for behaviors rather than precise behaviors.

Trainers can meet many of the standards either directly or indirectly through group facilitation. Either method is usually satisfactory for ratings. If the statement says "the trainer" and the participants actually accomplish the task, it meets the criteria for the rating.

It may be possible for a trainer to meet the criteria for more than one rating in the same scale because the session takes place over time. If this occurs, the rater must select a rating based on the relative impact or frequency of the behaviors observed.

Raters should not score an item if it is not applicable. There may be some cases where there was no opportunity to accomplish a particular performance. For example, there will be no opportunity for a trainer to handle an incorrect statement if participants do not make any. When no score is entered, it will be entered as missing data. It will have no effect on the overall average or mean score.

Draft Evaluation Instrument (Cont.)

THE RATING SCALES

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Draft Evaluation Instrument (Cont.)

I

PRESENTATION OF OBJECTIVES

5. The trainer presented ALL of the objectives at the beginning of the session ORALLY AND IN WRITING and EXPLAINED them.

4. The trainer presented ALL of the objectives at the beginning of the session ORALLY AND IN WRITING.

3. The trainer presented ALL of the objectives at the beginning of the session.

2. The trainer presented SOME of the objectives at the beginning of the session.

1. The trainer DID NOT present any of the objectives at the beginning of the session.

NOTE: "Related" means compared similarities and differences between expectations and objectives.

Draft Evaluation Instrument (Cont.)

2

PARTICIPANT EXPECTATIONS

5. The trainer provided the opportunity for ALL participants to communicate expectations of the session and RELATED them to the OBJECTIVES of the session.

4. The trainer provided the opportunity for SOME participants to communicate expectations of the session and RELATED them to the OBJECTIVES of the session.

3. The trainer provided the opportunity for ALL participants to communicate expectations of the session.

2. The trainer provided the opportunity for SOME participants to communicate expectations.

1. NO opportunity was provided for participants to communicate expectations.

NOTE: "Related" means compared similarities and differences between expectations and objectives.

Draft Evaluation Instrument (Cont.)

3

EXCEPTION REPORT

5. The trainer INFORMED participants of the trainee exception report at the BEGINNING of the session, and THOROUGHLY EXPLAINED it's use or determined that the participants had a thorough understanding from a previous session.

4. The trainer INFORMED participants of the trainee exception report at the BEGINNING of the session and provided SOME EXPLANATION of its use.

3. The trainer INFORMED participants of the trainee exception report at the BEGINNING of the session.

2. The trainer INFORMED participants of the trainee exception report DURING the session (after the first module had formally begun).

1. The trainer DID NOT INFORM participants of the trainee exception report.

Draft Evaluation Instrument (Cont.)

4

PROFESSIONAL BEHAVIOR

5. The trainer MODELED PROFESSIONAL behavior in all interactions and ESTABLISHED the same STANDARDS for participants.

4. The trainer MODELED PROFESSIONAL behavior in all interactions.

3. The trainer MODELED PROFESSIONAL behavior.

2. The trainer was OCCASIONALLY UNPROFESSIONAL.

1. The trainer's behavior was UNPROFESSIONAL.

NOTE: PROFESSIONAL BEHAVIOR IS RESPECTFUL and COURTEOUS of all groups, subgroups, and individuals and adheres to ETHICAL and MORAL standards. Examples of unprofessional behavior include actions, comments, stories, and humor that promote illegal, dishonest, racist, or sexist attitudes or actions that demean or express bias or prejudice against ethnic groups or individuals, including social service clients.

Draft Evaluation Instrument (Cont.)

5

EYE CONTACT

5. The trainer FREQUENTLY made eye contact with MOST participants.

4. The trainer OCCASIONALLY made eye contact with MOST participants.

3. The trainer FREQUENTLY made eye contact with SOME participants.

2. The trainer OCCASIONALLY made eye contact with SOME participants.

1. The trainer FREQUENTLY AVOIDED eye contact.

NOTE: Intentional use of the technique of avoiding eye contact to discourage inappropriate participation should not be considered when rating this item.

Draft Evaluation Instrument (Cont.)

6

VOICE

5. The trainer spoke LOUDLY and CLEARLY enough to be heard and understood by everyone in the room and FREQUENTLY VARIED vocal characteristics.

4. The trainer spoke LOUDLY and CLEARLY enough to be heard and understood by everyone in the room and OCCASIONALLY VARIED vocal characteristics.

3. The trainer spoke LOUDLY and CLEARLY enough to be heard and understood by everyone in the room.

2. The trainer FREQUENTLY DID NOT speak LOUDLY and CLEARLY enough to be heard and understood by everyone in the room.

1. The trainer could not be heard and spoke in a MONOTONE voice.

Draft Evaluation Instrument (Cont.)

7

DISTRACTING TRAINER BEHAVIORS AND MANNERISMS

5. The trainer DID NOT display distracting behaviors and mannerisms.

4. The trainer displayed MINIMALLY distracting behaviors and mannerisms.

3. The trainer OCCASIONALLY displayed distracting behaviors and mannerisms.

2. The trainer FREQUENTLY displayed distracting behaviors and mannerisms.

1. The trainer displayed EXTREMELY distracting behaviors and mannerisms.

NOTE: Examples of DISTRACTING BEHAVIORS and MANNERISMS can include; aimless gestures and movements, jingling items in pockets, turning away from participants for long periods, and excessive use of verbal fillers such as "er," "um," and "you know." Isolated incidents of these examples should not be considered distracting.

Draft Evaluation Instrument (Cont.)

8

VERBAL COMMUNICATION SKILLS

5. The trainer used verbal communication kills to emphasize important points, demonstrate interest (of the trainer), and GENERATED ACTIVE PARTICIPATION.

4. The trainer used verbal communication skills to emphasize important points, demonstrate interest, and GENERATED PARTICIPATION.

3. The trainer FREQUENTLY used verbal communication skills to emphasize important points, demonstrate interest, but RARELY GENERATED PARTICIPATION.

2. The trainer OCCASIONALLY used verbal communication skills to emphasize important points, and demonstrate interest, but DID NOT GENERATE PARTICIPATION.

1. The trainer DID NOT use verbal communication skills to emphasize important points or demonstrate interest.

Draft Evaluation Instrument (Cont.)

9

QUESTIONING TECHNIQUES

5. The trainer FREQUENTLY asked OPEN-ENDED or CLOSED-ENDED QUESTIONS which related to the objectives and encouraged participation.

4. The trainer OCCASIONALLY asked OPEN-ENDED or CLOSED-ENDED QUESTIONS which related to the objectives and encouraged participation.

3. The trainer OCCASIONALLY asked OPEN-ENDED or CLOSED-ENDED QUESTIONS which related to the objectives.

2. The trainer asked OPEN-ENDED and CLOSED-ENDED QUESTIONS which were NOT related to the objectives.

1. The trainer DID NOT ask OPEN-ENDED or CLOSED-ENDED QUESTIONS.

Draft Evaluation Instrument (Cont.)

10

NON-VERBAL COMMUNICATION SKILLS

5. The trainer used non-verbal communication skills to emphasize important points, demonstrate interest (of the trainer), and GENERATED ACTIVE PARTICIPATION.

4. The trainer used non-verbal communication skills to emphasize important points, demonstrate interest and GENERATED PARTICIPATION.

3. The trainer FREQUENTLY used non-verbal communication skills to emphasize important points, and demonstrate interest but RARELY GENERATED PARTICIPATION.

2. The trainer OCCASIONALLY used non-verbal communication skills to emphasize important points, and demonstrate interest but DID NOT GENERATE PARTICIPATION.

1. The trainer DID NOT use non-verbal communication skills to emphasize important points or demonstrate interest.

NOTE: Examples of NON-VERBAL COMMUNICATION SKILLS include facial expressions, gestures, body movement, and position. Verbal and non-verbal communication are not mutually exclusive. Both can occur simultaneously.

Draft Evaluation Instrument (Cont.)

11

RISK-TAKING BEHAVIORS OF PARTICIPANTS

5. The trainer ENCOURAGED and ACKNOWLEDGED risk-taking behaviors.

4. The trainer ENCOURAGED risk-taking behaviors.

3. The trainer ACKNOWLEDGED risk-taking behaviors.

2. The trainer DID NOT ACKNOWLEDGE risk-taking behaviors.

1. The trainer DISCOURAGED risk taking behaviors.

Draft Evaluation Instrument (Cont.)

12

USE OF EXAMPLES, ANECDOTES, STORIES, ANALOGIES, AND/OR HUMOR

5. The trainer FREQUENTLY ELICITED AND PROVIDED examples, anecdotes, stories, analogies, and/or humor.

4. The trainer OCCASIONALLY ELICITED AND PROVIDED examples, anecdotes, stories, analogies, and/or humor.

3. The trainer PROVIDED OR ELICITED examples, anecdotes, stories, analogies, and/or humor.

2. The trainer DID NOT PROVIDE OR ELICIT examples, anecdotes, stories, analogies, and/or humor.

1. The trainer PROVIDED IRRELEVANT examples, anecdotes, stories, analogies, and/or humor.

Draft Evaluation Instrument (Cont.)

13

INSTRUCTIONAL METHODS

5. The trainer FREQUENTLY VARIED INTERACTIVE instructional methods.

4. The trainer FREQUENTLY VARIED instructional methods.

3. The trainer OCCASIONALLY VARIED instructional methods.

2. The trainer relied PRIMARILY on ONE instructional method (e.g., lecture).

1. The trainer relied EXCLUSIVELY on ONE instructional method.

NOTE: Examples of INSTRUCTIONAL METHODS include; small group interaction, games, role plays, guided discussions, simulations, structured exercises, lectures, flip charts, overheads, videos, case studies, and debriefing discussions.

Draft Evaluation Instrument (Cont.)

14

USE OF INSTRUCTIONAL AIDS

5. The trainer used a VARIETY of instructional aids to DEMONSTRATE CONTENT and INVOLVE PARTICIPANTS.

4. The trainer used a VARIETY of instructional aids to DEMONSTRATE CONTENT.

3. The trainer OCCASIONALLY used instructional aids to DEMONSTRATE CONTENT.

2. The trainer's use of instructional aids was DISTRACTING and interfered with involvement of the participants.

1. The trainer used instructional aids which were IRRELEVANT and DISTRACTED from the content.

NOTE: Examples of INSTRUCTIONAL AIDS include; notes, handouts, case studies, flipcharts, chalk boards, VCRs, and other audio/visual aids. Examples of DISTRACTING and interfering use of instructional aids include excessive reading, inadequate number of handouts, handouts that are out of order or missing, not having working markers, and not being able to operate equipment.

Draft Evaluation Instrument (Cont.)

15

FACILITATION OF LEARNING ACTIVITIES

5. The trainer THOROUGHLY EXPLAINED participant roles, ASKED for FEEDBACK, and MONITORED the learning activities.

4. The trainer THOROUGHLY EXPLAINED participant roles and MONITORED the learning activities.

3. The trainer EXPLAINED participant roles and MONITORED the learning activities.

2. The trainer EXPLAINED participant roles for the learning activities.

1. The trainer INADEQUATELY EXPLAINED participant roles for the learning activities.

Draft Evaluation Instrument (Cont.)

16

CLOSURE OF LEARNING ACTIVITIES

5. The trainer involved MOST participants in DISCUSSION AND REVIEW of major points and objectives at the conclusion of learning activities.

4. The trainer involved SOME participants in DISCUSSION AND REVIEW of major points and objectives at the conclusion of learning activities.

3. The trainer REVIEWED major points at the conclusion of activities.

2. The trainer OCCASIONALLY REVIEWED major points at the conclusion of SOME activities.

1. The trainer DID NOT REVIEW major points or objectives at the conclusion of activities.

Draft Evaluation Instrument (Cont.)

17

INCORRECT PARTICIPANT RESPONSES OR STATEMENTS

CONCERNING CRITICAL CONTENT

5. The trainer ALWAYS provided the correct response and provided POSITIVE reinforcement for participation.

4. The trainer ALWAYS provided the correct response and OCCASIONALLY provided POSITIVE reinforcement for participation.

3. The trainer ALWAYS provided the correct response and WITHOUT providing POSITIVE or NEGATIVE reinforcement

2. The trainer provided the correct response and provided NEGATIVE reinforcement for participation.

1. The trainer IGNORED incorrect responses or statements.

NOTE: The trainer can provide the correct response either directly or indirectly. Content refers strictly to the curriculum for the session. Examples of indirectly providing response can include; rephrasing, restructuring, repeating questions, using another participant to provide the correct response, or directing the participants to the correct response.

Draft Evaluation Instrument (Cont.)

18

DISRUPTIVE PARTICIPANT BEHAVIORS

5. The trainer INTERVENED in a CALM, INOFFENSIVE manner and used the disruptive behaviors as LEARNING EXPERIENCES.

4. The trainer INTERVENED in a CALM, INOFFENSIVE manner and STOPPED the disruptive behaviors.

3. The trainer INTERVENED and STOPPED the disruptive behaviors.

2. The trainer CONFRONTED and DID NOT STOP the disruptive behaviors.

1. The trainer IGNORED ALL disruptive behaviors.

NOTE: Examples of DISRUPTIVE BEHAVIOR include: continually holding side conversations; refusing to participate in activities; reading the newspaper; interrupting, insulting, or laughing at others; or, other unprofessional behavior. IF NO DISRUPTIVE BEHAVIOR OCCURS, DO NOT RATE THIS PERFORMANCE.

Draft Evaluation Instrument (Cont.)

20

CLOSURE OF THE SESSION

5. The trainer INVOLVED MOST participants in a DISCUSSION OF THE OBJECTIVES and RELATED them to the JOB at the conclusion of the session.

4. The trainer INVOLVED SOME participants in a DISCUSSION OF THE OBJECTIVES at the conclusion of the session.

3. The trainer REVIEWED THE OBJECTIVES at the conclusion of the session.

2. The trainer requested COMMENTS from participants at the conclusion of the session.

1. The trainer closed the session WITHOUT REQUESTING COMMENTS or REVIEWING OBJECTIVES.